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ABSTRACT

Classroom protocols collected within this volume are examples of the protocols from grade 5 developed by the ethnographers associated with Special Study A: "An Ethnographic Study of the Forty Classrooms of the Beginning Teacher Evaluation Study." Twenty teachers at both the second and fifth grades were observed for one week by an ethnographer who observed the teaching of reading and mathematics. Field notes were dictated and transcribed into formal protocols. In addition, informal protocols were developed from informal observations such as conversations with teachers or students. A summary profile for each classroom was developed. Protocols in this volume were selected from several classrooms. (Author)

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# Sample of Fifth Grade Classroom Protocols

from

Special Study A

of the

Beginning Teacher Evaluation Study

for the

California Commission for Teacher Preparation and Licensing

March - April, 1975

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# INTRODUCTION

Collected within this volume are examples of the protocols developed by the ethnographers associated with Special Study A: "An Ethnographic Study of the Forty Classrooms of the Beginning Teacher Evaluation Study." This was one of three studies of the teachers who volunteered for the Beginning Teacher Evaluation Study (BTES) conducted by the Far West Laboratory for Educational Research and Development under a subcontract from the California Commission for Teacher Preparation and Licensing.

These are examples of three kinds of protocols of classroom interaction which were developed by one of the twelve ethnographers, who observed the classrooms of the participating teachers for a period of one week. The identity of both the teachers and the ethnographers has been kept confidential in order to insure the confidentiality of the classrooms studied.

In order to better understand what is contained herein, a brief overview of the study is helpful. Twenty teachers at both the second and fifth grades--forty teachers in all--were observed for one week by an ethnographer, one trained in a particular observation technique from the disciplines of anthropology and sociology. Each day, ethnographers observed the teaching of reading and the teaching of mathematics and took notes. Later in that day, these were recorded onto cassette tapes which were then mailed to the FWL for transcription by typists into the narrative form which are referred to as formal protocols. In addition, ethnographers took note of other observations made during the day--comments made by students, other teachers, in the faculty room, on the playground, etc.--and these were recorded and transcribed into informal protocols. Finally, ethnographers developed a Summary Profile for each classroom based on the outline provided by Jules Henry ("A Cross-Cultural Outline of Education" included in this volume).

The "data set" for each of the classrooms in this study, then, consisted of (a) five formal protocols for the teaching of reading; (b) five formal protocols for the teaching of mathematics; (c) from three to five informal protocols; and (d) a summary profile.

In reading these protocols, it is important to note that each was selected from the entire group and so represents a different classroom. In addition, the nature of the transcription necessitates an explanation of the process used to generate the protocols.

Ethnographers dictated from their notes onto cassette tapes, and it is from these that typists transcribed the protocols. Thus, common errors, e.g., grammar, spelling, punctuation, can be attributed to the nature of transcription from dictation, and this needs to be taken into account when reading them.

The form each protocol takes is in itself important. Each is single-spaced, and each line is numbered. Occasionally, the time and noise level are cited, and these are placed in the margin to the left. Noise levels represent: 0 = no talking, or students working industriously, or teacher speaking with only one student; 1 = necessary

teaching-learning classrom sounds; 2 = noise above the tolerance level of the teacher when she/he begins to quiet down the class.

Finally, the Summary Profile was developed by each of the ethnographers reading through the protocols for a single class and responding to items on Henry's Outline. In order to better interpret these, a copy of the Outline is also included.

The full report, when it is completed will be available from the California Commission for Teacher Preparation and Licensing. These protocols serve as examples of the data collected, and should be read as anonymous examples of the classrooms observed.

With deep gratitude for the assistance of the forty teachers who participated in this study, these data are presented in the hope that they will provide important insights into the teaching-learning process for reading and mathematics in the second and fifth grade classrooms of California.

William J. Tikunoff
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EXAMPLE OF READING PROTOCOL -
FIFTH GRADE

Protocol Number: 23
Name of Researcher: F. D.
Date of Observation:
Subject of Observation: Formal Observation of Mrs. M Fifth Grade Class

1. Solo Observation of Reading
2.
3. 19 students are present, ten boys, five Chicanos.
8:48/1 4. The time is 8:48, the noise level is 1. The class
5. comes in and immediately goes to their seats. The
6. teacher is standing in front looking at the class.
7. Kurt, who sits all the way in front on the left, is
8. talking loudly with Mark. The teacher is saying nothing
9. to him, but is looking at him iritatedly. The teacher's
10. initial comments to the class involve ask where
11. various people are today. Many people are absent
12. today, about five, I believe. She says in a quiete
13. conversational tone, "Since Chris isn't here today, the
14. Vice-President will have to lead the pledge." Pam, the
15. Vice President, comes to the front of the class and
16. says, "Stand." After this the teacher calls for the
17. secretary to come up to put up the results of the Lunch
18. Count. Pamela calls out every name in the class, as in
19. Roll Call. When people are called on, they say whether
20. or not they want to buy hot lunch, just milk, or no
21. lunch. After this the teacher introduces me briefly.
22. After this the teacher says that Mrs. H class can
23. go.. The lower half reading voice of Mrs. M class
24. goes over to another classroom, while Mrs. M
25. gets the lower half of the other classroom.
26. Between the time and Mrs. M half leaves and
27. the other half arrives, nothing much happens. Mrs.
28. M is talking to the T.A. The others come in
29. and take their seats. Somebody has already put paper
30. around all the tables for people to use, just blank
31. paper. Now that everyone has taken their seats, Mrs.
32. M asks, "Sean, why don't pick up the papers that
33. aren't being used?" He goes around and picks them up
34. from all the empty seats. Now with this change in
35. students, the classroom has 19 students, 9 girls,
36. five Chicanos. She gives assignments to the class.
37. There are two different groups in the class, Open High-
38. way and Sleek Otters, these being the names of the
39. respective books. Each group has its own assignment.
40. Carl comes in late from the other class. The teacher
41. says, "Sit down and open your book." The teacher
42. compliments the class on their improvement in their
43. spelling tests. Now it's time for the entire class to
44. review for the coming spelling test. This is among the
45. assignments that are writtten on the board. Since it's
46. Monday, and the final test for the spelling words will
47. be on Friday, the teacher reads the words to the class
48. and they are to copy them down five times, they are
49. all printed in the spelling books. Spelling words are
50. "unexpected" spelling words and the same spelling list
51. that Mrs. O gave her class last week. They are words
52. that are not spelled the way they sound. She reads the
53. list of words, and the class pronounces the words after
54. her. She then says, "These aren't spelled the way
55. you'd expect. For instance, how do you think niece

should be spelled?" Mike suggests that it has a long e in it. She says, "How do we spell a long e?" She stops here and says to Carl, "Don't sharpen your pencil while I'm talking." She says this in a very direct and firm voice . There are various responses in the class to this question, Lenore among others. Later, I see a copy of the workbook and I see that the teacher is reading the instructions from the book. She then uses another example, the word sugar. She says, "These don't follow the ruse, you have to memorize each one." "Today's Randy's Rule is we must memorize unexpected spelling words." She tells them to wrie that word in their workbooks. She gives further instructions on penmanship. The teacher now addresses the Open Highways group which is seated on the left hand side of the room. The Open Highways is the more advanced of the reading groups and slightly the larger. She says, "You can get started on your spelling now. I'll come over a little later and give you a reading lesson." By getting started on their spelling, she means copying the words five times in their workbooks. After this Open Highways will do a creative writing exercies which is what she meant by a reading lesson. In the Sleeky Otters will do a vocabulary list that is written on the board. They just got this book, The Sleeky Otters, and this vocabulary list is a list of words, mostly animal names, that they will encounter in this book. The people in this group get out dictionaries, they each have dictionaries, and look up each word and write down the definition. The teacher asks Susan to pass out the spelling from last week. After Susan has been distributing these for a minute or so, the teacher goes back to where she is and offers to take half the pile and then she and Susan diestribute the word together. She then goes to the front of the room when these are distributed and says in a guiet voice, "Okay, could I have your attention?" She is talking to the creative writing group, the Open Highways group, and says that last week they did a good job on their stories. She apologizes about the quality of the mimeograph reproduction on the sheet that she has handed out to them. The sheet has blanks for the story that will be written and two paragraphs up on the top upon which their story will be based and a mimeographed reproduction of a photograph. This is what didn't come out too well and it is difficult to see what it is. She asks, "Who would like to read the story?" Hands are up. She says, "Okay Lenore." Lenore begins to read. The teacher gives the word when Lenore can't read it. At the end of this passage, Lenore reads the whole thing, the teacher asks, "Okay, what's a stowaway?" Several responses from the class. She summerizes, "That's right. It's an illegal ride of some sort. Someone who gets a ride for nothing. " She theln gives further instructions in what she would like them to consider in writing their story. She says, "While you're writing your story, I'd like you to think about your sentance structure. I notice that some people have been stringing together all their sentances with and, and and then, and then. I will try to have some sort of folder

for your writing. Would you like to hear other people's writings?" People seemed excited by this prospect. The students are supposed to make up a story that takes off from the one provided. Lenore seems confused and asks the teacher what they are supposed to do. The teacher says, "Well, just imagine the kind of experience a squirrel would have in a big city." She elaborates a little bit further. Now the students are beginning to think about what they want to write. The teacher circulates around the group, showing the original of the badly reproduced mimeograph so everyone can see what the picture should have looked like. She presents it to each student, bending over him or her. There are no further instructions to the students in the Sleeky Otter group since she has given the assignment on the board. Now the teacher goes to her desk, sits down at her work and begins. The time

9:22/0

is 9:22, the noise level is 0. It stays around 0 for a long time. The students do get up and move around, to the window, counter, to get folders and water etc. When they meet in the back, they talk in quiet whispers. The activity in this class seem to work in bursts. For 5 minutes nothing will happen, no one moves, no one talks, everyone's working. Then people will move around for a few minutes. Then it is quiet again. Now is one of those active times. Kenny had been out of seat for several minutes. The teacher is over at Pam's desk, bending over talking to her. Curt is out of his seat talking to Kenny. He returns to his desk just before the teacher gets up to go back to her desk. The teacher stops, looks at him, look at his work, and says, "Well, you've got a good start." The teacher now bends down over Lenore. Lenore asks her a question I can't hear. The teacher responds, "Honey, these are all in the back." The time is 9:38, the noise

9:38/0+

level is 0+. Kevin, from the Sleeky Otters group comes to the teacher for a clarification for the word splash. The teacher uses the example of a bath tub. (During the recess, the teacher gave me some background on Kevin. Kevin apparently until recently has been in special schools for emotionally disturbed kids. His family situation was very bad. His parents used to beat him freequently. His grandmother has taken him away from his parents somehow and has agreed that he can go to a regular school; several conditions are that he not be pressued at all, he shouldn't be pushed into anything or pressured in his work. There are several other conditions that I can't remember. They did not seem important. Apparently Kevin, according to the teacher, is able to do quite average work. It's just a problem of his getting around to do it. During the recess she showed me the work he had done in the morning. She was very pleased. As long ago as just two weeks ago, he wouldn't have done anything. Now he had produced a whole page of comprehensible work.) Norma goes to the teacher's desk. I can't hear much that the teacher says except for, "You're right." Norma returns to her desk looking pleased. Several other students come forward for brief discussions with the teacher. Kenny goes up, had a brief discussion and then goes to the back of

the room, to the pencil sharpener. Pam and Amanda sit all of the way in the back of one of the rows in the Open Highway group. They have been discussing most of the morning. They are showing each other each other's stories. Norma goes to the teacher's desk once more for
9:47/1- advice. The time is 9:47, the noise level is a little below 1, but increasing. There seems to be more restlessness, more students are moving around for a few minutes. Robin is making frequent trips from her desk , way in the back, away from everyone else, to the teacher's desk for very brief discussions. Both the T.A.'s are in the back working on the bulletin board about Thomas Jefferson. Robin is not in the corner for any disciplinary reason, she just asked if she could sit back there. The time is
The teacher is standing by the door, leafing through a large textbook. Some students are moving around. Susan goes back to the T.A. for help. Kevi goes back to the teacher, for a very brief discussion. Rudy, who sits near the back in the left hand row, and is one of the Chicano boys, goes to the teacher with one of his language arts worksheets. The teacher gives him a little lecture about the difference between dependent and independent clauses. I hear little snatches of what the teacher is saying, something about the sentances that stand alone. He points to one. She says, "Yep, that's right. Like the one you did up there." At the end of this she says, "Do you follow me? Do you understand?" He appears not to. She launches into a further discussion of sentances. After this she says, "Do you understand now?" I do not see him give a response. He returns to
10:05/0 his desk. The time is 10:05, the noise level is 0. A very quiet discussion between Pam and Amanda continues. Mike, from his desk close to the front, goes to the T.A. in the back. Kevin goes to the teacher again. Kenny goes to the folder file on the counter and slowly wanders back to his desk. He cruises by his friend Curt on the way
10:08 Time is 10:08. The teacher is standing up by her desk, surveying the room. Someone asks her something. She resplies, "Well, you have 3 minutes left. That's pretty good." Kenny is now back at the window, looking for some thing in the stack of papers. The teacher goes over to him and helps him look for his old spelling test. She tells him that if he can't find it, she will let him count something else for his grade. He returns to his desk and the teacher continues on towards the back of the room to talk to the T.A's. Then she goes back to the front by Kenny's desk, and while standing talks to him. Lenore, who sits in front of Kenny, joins in the discussion. It seems to be more of a social discussion than anything. Carl is out of his seat and wanders towards the rear. The T.A. tells him in a very firm voice, "Carl, sit down." Carl responds, "Shh, the teacher will hear." He then sits. In the next few minutes, the teacher calls Carl's name twice for discipline. She doesn't take him out of the room or anything, she just calls his name for him to
10:15 be quiet. The time is 10:15. Several students are at the teacher's desk; Sharon, Mike, and Rudy. She gives

instructions to Mike, tells him he has to take a post test. Sharon is circulating around the room. She stops by Pam and Amanda and joins the discussion with them for a little bit. Carl playfully hits Mike as he returns from the teacher's desk. Mike collapses on the floor and then returns to his desk and then he goes to the window counter. Rudy is now talking to the teacher. He has his language arts book. The teacher says, "Yes, this is very good. But you have got to watch this independent clause business." The discussion continues. It concludes, "That's very nice." She hands it back. Rudy returns to his desk for a minute, maybe not even a minute, and then returns back to the teacher with his worksheet. He doesn't look happy with the situation. While the teacher is talking, he is looking at the floor and sulking. The teacher givesmore advice and then he goes back to his desk for not more than ten seconds and returns to the teacher 's desk. The teacher looks up and sees him and says in a loud tone, "Oh now, come here." She beckons to her side of the desk. She gets no response as he stays where he is. She stresses louder this time that he has to make up something that is a complete sentance. He goes to his desk for about 10 seconds and then returns again to the teacher's desk with his paper. He hands it to her, she looks at it and says, "Well allright," in a very resigned tone. He looks pleased. On his way back to his desk, the teacher calls out in a resigned and defeated voice, "Bring me your folder." He does, and she checks off the worksheet. (I talked about this activity with the teacher duringthe morning break. What Rudy was working on was a worksheet from the VEEP series.

This program was rounded by some teachers after was found to have scores that were particularly low in language mechanics. This program is supposed to help with English mechanics skills. Mrs. Monroe does not like it particularly much. She uses it as a supplement. The students really like some of the workbook sheets and really don't like some of the others, they are too difficult. The one that Rudy is working on with such poor luck was one of the hard ones. The particular question that he was stuck on involved writing a sentance that has something to do with "planning a wardrobe." As the teacher pointed out, Rudy probably didn't even know what a wardrobe was and had a difficult time conceptualizing the assignment.) After presenting his folder to the teachers, he goes back to the T.A's and says, "Well, I got done." He goes to the closet and gets out a sheet she indicated. He looks at it and complains, "Hey, I did this one." She says, "Well, that's too bad." He returns to his desk and throws his folder on the desk. He looks irritated. The teacher stands, and goes over to Norma, who sits right in front of Rudy. She kneels next to Norma's desk and talks in a low tone. The teacher now returns to her desk. Robin comes over for another consultation. The time is 10:25. The teacher says, "Okay boys and girls,

10:25

1+ Mrs. O people can be excused." The noise level is 1+.
The teacher stands in the doorway to one side. Carl goes
from his desk over to the window counter area where the
students are supposed to turn in their work..As he goes,
the teacher calls out, "Carl, is your name on it?" In
the interum time before the other half the class returns,
nothing much happens. A student asks if a field trip will
be happening.. The teacher says it will. The time is 10:28
10:28 Mrs. M students return. She gives instructions
about how to get out of the building now that the steps
normally used are being blocked by painters. Now it's
time to excuse the class. The teacher says, "Pam, would
you like to excuse the class since Chris isn't here today?"
Chris is the class president. He goes to
Mrs. O class for reading. He appears in the protocols
for that class. Pam comes up to the front and excuses a
row. There are long pauses between excusing rows and she
takes a long time to decide which row should go next.
This is the end of the observation.

EXAMPLE OF MATHEMATICS PROTOCOL
FIFTH GRADE

Protocol Number: 28
Name of Researcher: M. G.
Date of Observation:
Subject of Observation: Combination Grade Five and Six. Math. Number of children, 29. Sex Ratio: 15 girls and 14 boys. Ethnic Ratio: Two Spanish surname. One undifferentiated. 26 whites. Solo.

The teacher before second recess, showed me quickly the results of the division test she had given yesterday. She has five students who have all the answers done correctly and five who have gotten all the problems wrong. All the rest of the students fell in the middle, missing from 2 to 6. She was elated because she told me that was exactly what she wanted. She wanted the top group to work with the bottom group and have another group by themselves. This way, as a result of the math test, she can regroup the students for math. She gave me Tom's name right away as the top student and was hesitant about giving the second student's name. She said there were two students who really know math but they make it hard on themselves. Then she told me that Michelle would be the other and the two slow students would be John A. and Lisa A.

11:05 We return from recess at 11:05. The students are lined up outside. The teacher is on recess duty for the second recess. I went with her to P.E. She didn't stay long at P.E. and left and told me that she had to go to the Ladies Room. When she returned, she gives the key to Lisa and goes to the back of the line. Lisa opens the door, I enter after a few of the children

11:06/1 have entered. The teacher walks in and four more students follow. The last student in closes the door. The students are all talking to each other. The teacher moves from her desk and picks up a box filled with papers. She moves to the center of the class in front of board 1. She is standing and has her right foot on her seat. Then she starts, "Number 2, 8 X 6." Matt says, "Two?" The teacher says, "Yes, I said it." (All the students have lined paper in front of them.)

11:07/0 The teacher now says, "Number 3, 7 X 8." The teacher says, "Number 4, 7 X 2. Number 5, 6 X 4, Number 6,, 5 X 6. Number 7, 3 X 9. Number 8, 9 X 7. Number 9, 8 X 8. Number 10, 9 X 5. (The teacher is looking very stern as she is reading the multiplication test.) The teacher says, "I am very aware that some of you did not get numbers one and two. This is because of the amount of talking and you will remember that I have told you no talking when you enter the room. This should bring it home to you. Now exchange your papers." The children in each cluster exchange papers with

11:10/1 each other and mark each others' papers. In two minutes, the teacher asks, "Areyouready?" There is no response from the class. Then she says, "Answer to number one is 36, 48,56,14, 24,30,27,63,64,45." Then she calls on each table to ask how many that they have correct. Table 1 has two correct answers. Table 2 has 0 correct. Table 3 has 4 correct. Table 4 has 3 correct answers. Table 5 has 5 correct. These correct

answers are perfect papers. Then the teacher moves back to her desk and picks up some more papers and then she returns to the center and says, "Now I would you like you to take everything off your desks. I have something for you." As she says this, she returns to her desk and picks up some more materials. "Debbie, what I would like you to do is pick up your pencil and go to the table." (This is the round table near the window) Debbie moves to the table by herself. The teacher then says, "Glenn, I realize that you are not here." She now is facing the board. She is standing sideways and also looking at the class. Then she says, "From your quiz yesterday, it turns out that we have three math groups." Then she writes on the board, "First group, John, Lisa, Laura, Steve, Alice. Second group, Martha, Tom, Wayne, Michelle, Gregg. The third group she only gives three names, Lynn, Audrey, and Jeff A. Then the teacher says, "Anyone's name that is not there, with the exception of Debbie, will be in the group that has 16 children. For whatever reason this might not be accurate because of fear." Then she turns to Laura and says, "You must have really been out of it. You must have really been out of whack while you were doing your work. I will change you if I can see that you can do better." She says that the first group really had trouble with division. She says that the second group had no trouble whatsoever. She says, "I will probably not be working with you all the time. I will be working with the 16, 21 people that will be in the third group." Then the teacher points to the top group on the board and says that they will get to teach the other five. Then she says, "This will be like the kindergarden on another level. Sometimes I will work individually with these people." She is pointing on the board to the top group and to the lowest group. Then she adds, "How many of you have worked with Tangram?" The class answers. "What are Tangram?" She answers, "It is like a puzzle. It contains two large triangles, two small triangles, one medium triangle, one square." She mentions one other thing that I did not hear. Then the teacher takes an envelope out and she takes angles of three sizes. The teacher then says, "You should have seven pieces in each envelope. On blue paper." She holds the paper and it has (I can not make it out). Then she says, "Set one and two. Set one has the number card number. Set two the number card number. Set one is the lowest level for this Tengram." Two boy students are laughing. Then the teacher says, "How many of you understand? For cards and set one, how many corners off?" The class answers, "One." The teacher is explaining what features is on the card to designate it as one. She says, "What this is and these two triangles is to do this and this." The teacher is pointing to the picture as she explains this. THen she moves to John and says, "Are you ready for a square?" However, the teacher is not waiting for John. She is doing it, not John. Then she says, "After I do

all three, I will have somebody check it. Okay. And the person who saw it gets to put their name. Okay. This way you will have a witness. So you get to work on set number one and you get to work on set number two." She says that set number two has two corners off and they
11:20/0 become progressively more difficult. (All the students are facing the teacher looking very attentive.) The teacher calls on Gwen who has had her hand up. Gwen asks, "Do we have partners?" The teacher answers, "No. You work independently. This is one of the things that you get to work at when I am not working with you." (The teacher is very businesslike in her delivery and the tone of her voice. Now she holds up set number three, "Since set number one has one corner off and set number two has two corners off, I saw no reason to cut off anything from set number three. Now there are several ways you can keep track of your work. You can put it in your math book or you can get construction paper. If I have enough for everyone, I will get you an envelope to put your seven pieces. Then I have some more games here that are kind of fun." She is starting to relax. Then she says, "Kek's game. This is another ancient oriental game. It is played by two." Then she continues to explain the game. She moves to the board and she draws several squares. The first line has three squares. Right underneath it there are three more squares with one extending further to the left and three more extending to the left. The teacher says that the object of this game is to get from one side to the other. She calls Patty over to the board. Patty goes to the board and writes an X on the board. She starts to go back to her desk. The teacher tells her to stay and they both play. The game finishes with Patty getting two squares, actually 3, and the teacher getting two. Before the game finishes, the teacher says, "I am sure to get this one." Then the teacher gets her first square and the class says that Patty has one two. Then they finish the game. Patty goes back to her desk and the teacher goes to her desk. She returns holding a set of papers and says, "This is the same kind of tic-tac-toe that I had one the board. However,
11:35/0 this has five square and up to three can play." All the students are listening, eyes are all open towards the teacher. The teacher is explaining another game. (When the teacher was speaking about the results of the division test, her voice and expression were stern and businesslike, but as she started to explain the various games, she became more relaxed. She wasn't smiling, but her voice has a warmer tone.) She says, "Here is another game, The Fox and the Chicken. It's another game that is similar to---. This is called Guess it and it's a simplified
11:37/0+ version of Battleship." Now the chairs are starting to move and some of the students are starting to talk quietly. Then the teacher says, "I have all sorts of things here for counting squares and triangles. Are there any questions No one has any questions, so she says, "Okay, starting tomorrow, these ten people will be working on Table four,

in the back of the room. What I want you ten to do is to get together and decide who you are going to work with. You have to make some decision because there is an extra girl." The ten children are John, Lisa, Laura, Steve and Alice, slow group, and Tom, Wayne, Martha, Michelle, and Gregg. The children leave the room. The teacher waits and they return and the teacher asks who is going to work with who. This is the result: Marth is going to work with Lisa, Tom with John, Wayne with Alice, Michelle with Laura, and Gregg with Steve. The teacher says she does not know how well Wayne and Alice are going to work out. Then the teacher says, "Lynne, 5, Audrey, 6, Matt S. is that correct?" The student is now reading to the class each student's name and how well they did on the quiz. (Before she started this, one student asked her for his grade and then the teacher started to give the grade, hesitated, and then said, "Why not?" It seemed like she thought for a moment whether it was right to read these grades out to the children.) (During lunch I told her that it seemed that the students took the results of the test very matter of factly. The teacher told me that people know their abilities. Most human beings know where they stand and children are human beings. They

11:42 know exactly how the fall. The time is 11:42. The children are talking now among themselves and discussing the exam. The teacher says, "Okay, you can use your time now as you choose. I forgot, I need to pass this out." The teacher is walking to each cluster, giving

11:45/1 every student a package of the first game. The teacher says, "When you open it upyou need to do two things." Then she goes, "Shh," to the class who is talking. The

0+ noise level drops to 0+. The teacher continues, "You need to see if you have seven pieces and letter on envelopes." She walks over to Patty and asks her if she

1 has seven pieces. The noise level has returned to 1. The teacher then moves to the center of the board. Lisa goes up to the board and talks to the teacher quietly. Lisa goes back to her desk and the teacher goes back to her desk. The teacher is looking at the class, not smiling but not stern. She looks concerned and asks, "How many have pieces missing?" Seven students stand. The teacher says, "Okay. Lynn, you are missing." Lynn says, "Yes, four." The teacher says, "Barry, what are you missing?" Barry says, "A square." One of the boys next to Barry says that he has a square. The teacher says, "Yes, you do have a square." Barry is holding up a square. The teacher in the meantime is writing on the blackboard. She moves towards Barry and she is counting how many pieces Barry has. She says, "Okay, anybody else missing any. I'll

11:47 try to get them for you people." The time is 11:47. Now the teacher is with cluster three. She is talking with Brian and Bonita. The teacher moves on to table two. Then she returns back to table two and is listening very attentively to what Bonita is saying. Bonita is speaking

very softly. I can not hear her. Now the teacher walks toward the window. She looks puzzled. She is looking at the floor pensively. Brian comes over to the teacher and says something. She answers him very quickly. The teacher seems to be preoccupied with something else.
11:50/1 Then the teacher walks back to her desk. The teacher is now back at her desk. Several students are at her desk and they are getting lined papers from her. The teacher is walking around now passing color folders to the group. Barry in the meantime walks up to me smiling and says, "Don't your hand ever get tired of writing?" I look at him and smile and say, "Yes, sometimes it does." He returns to his desk and the teacher is now with cluster 1. Michelle and Audrey walk up to her and give her some papers. The teacher is smiling at both of them and says, that Audrey should count them up. She leaves them and moves over to Barry and says, "Let's see." She picks up the folder that says spelling. She returns it to
11:57/1 Barry. Alice, Patty, and Gwen are playing dominoes. The teacher is standing on the right side of her desk counting papers. Brian moves up to the teacher. The teacher is not standing very close to Brian at all. The teacher says, "Get the manila envelope." Brian goes to the closet near the window and gets a piece of colored paper, and goes back to his desk and folds it in half. Everyone now is talking very loudly. The teacher is back at her desk. Michelle is at her desk, smiling at the teacher and the teacher is smiling back at her. They are talking softly. Now the teacher walks behind Michelle at the back of her desk. Now she has her arm around Michelle's shoulder, holding the paper that Michelle is holding. They are very, very close to each other. The teacher says, "I don't know if anybody is ready for lunch." Then the teacher goes to the door and opens it. The bell rings.
1+ The noise level jumps to 1+. A girl student says lunch/. The teacher is pointing to individual students. She is seated at table two and near Bonita. She is pointing four fingers, each finer indicating which cluster is to leave. Ten children remain. They have brought their lunch with them. They children that have bought their lunch return very quickly with their's. The children have their lunch in the room. An aid comes in then. (The teacher told me that the aid is a very mean woman and the students really don't like her.) End of observation.

EXAMPLE OF INFORMAL PROTOCOL
FIFTH GRADE

Protocol Number: 18
Name of Researcher: J. M.
Date of Observation:
Subject of Observation: Informal observations.

I spoke with an aide who was in the classroom this morning. She came to the classroom about 10:30 and she and Ms. B the teacher spoke for several minutes, while Ms. B showed her things she wanted done. Then later on the aide asked me what I was doing in the classroom, if I was a mother of one of the students. And I told her that I was not, that I was an observer in the classroom and that Ms. B had volunteered to be part of the study. She asked me how long I was going to be there, and I told her just one week. Then she volunteered some observatic about Ms. B. She said that she had been aide for Ms. B this last year, and that she liked her teaching style very much. That she was very creative, and very good at motivating the children to work. And that she had asked to be assigned to Ms. B again this year for that reason. That she felt that the teacher was very good in getting the students to develop good study habits and that her classroom was a very pleasant place for the children to be. This aide's own child was in this classroom. Last year, not this year. And she said that she thought Ms. B was the best teacher her child had ever had. Some other observations concern the teacher's lounge. I went to the teacher's lounge only briefly. The teachers at this school are very receptive of me, and very friendly towards me, whereas, the previous school I found the teachers to be very nice, but they seemed to be closed group, where as here they offer me a cup of coffee and ask me how I am doing, and so on and so on. The teachers' lounge itself is a large room, perhap 20 by 40 feet,, but it is very simple and plain As I said before there are several couches and chairs around. There is a coffee pot with hot water and cups which are washed by the cafeteria staff, and instant coffee. There's a small coffee table with several notices on it about meetings for teachers and descriptions of the financial packages that are being discussed between the teachers and the school district. There is also a rack where various magazines _____ teaching provisions, such as the Instructor are kept, this rack is quite full. A lot of the magazines are old. Also on a bulletin board there are a lot of notices regarding inservice courses that teachers can take, teachers duties are posted, district announcements are posted, and so forth. It's a very utilitarian room is the way I would sum it up. I am going to put in this informal observation some things that I noted during

a talk by one of the parents who came to the classroom. As I said before the teacher invites parents to come and to talk about their jobs at 10:30. A man who is a flight engineer came and he talked about airplanes and how they worked. And about pilots training and what is necessary to do in order to become a pilot, both for small airplanes and for large jet airplanes. He explained how jet engines worked and he explai ed a chart of instruments and things like this The children had very very few questions, even though he tried to encourage them. He asked them for example, if they had ever flown in an airplane, what kind of airplane had they ever flown in; if they had ever been in the cockpit part of the airplance, and so forth. He asked the kids in general if they would like to be pilots, and he specifically asked some girls if they woudl like to be pilots, and to train to be pilots. The girls didn't seem very interested, and he drops the subject. But then again later he asks the girls if they were sure they wouldn't like to be pilots, and told them that girls could be pilots too, that they didn't have to stay home and wash dishes. It seemed that he was trying to encourage them to think of being pilots. Finally one of the girls did ask him if there were was any kinds of work girls could do on airplanes without being pilots and he told them about being air hostesses and the trainin they could do that. The way I would interrupt this my self, would be the girls already at this grade level 5th grade, had it out of thei minds they could be pilots. The teacher did bring up that one airline had a woman pilot, and so that women could be pilots. But generally girls didn't seem to respond to this at all. The kids generally did seem intereste in his talk though about his work. Often during these talks they are very quiet and don't ask many questions, according to the teacher, and this is what they did today, and yesterday when the man who is an insuranc broker came in. The children all gave a big thank-you when he left. This seems very spontaneous though by this time of the school year. I imagine it is something that the teacher has asked them to do before and that's it's very natural for them to thank someone when he/she has done something for them when they leave the room. This is the end of the informal observations

**Protocol Number:** Summary Profile
**Name of Researcher:** EBC
**Date of Observation:**
**Subject of Observation:**

EXAMPLE OF SUMMARY PROFILE - FIFTH GRADE

I. VALUES EMPHASIZED BY THE TEACHER

This classroom had a ratio of two to one of minority children and is an example of pupil self-government. The teacher has a long history of successful elementary education and his experience is crucial to the scucess which was observed in the classroom. There are numerous values which are emphasized by the teacher. Being a success at one's task is important and the students and the teacher are in agreement about the fact that everyone has a carefully chosen program which is designed to enable a student to progress according to the preparation which is brought into the classroom at the beginning of the year. Students are expected to take responsibility for both their academic work and for their conduct in the classroom. Furthermore, this is a democratically run classroom in that students choose their own leaders in the classroom and leadership rotates every few weeks. The leaders in the classroom are chosen by secret ballot and when children exhibit very strong leadership qualities they're frequently reelected. There is an expectation that is mutual in the part of the teacher and the pupils also that the school is a good school and that the work that goes on there is important work. The children are on time. They're carefully dressed and on the whole they are responsive to the rules of the room about working well. There is politeness and tact exhibited both by the teacher and the children. The teacher is called Mister and uses the children's names in response rather than saying you or hey. Activity and strength and persistance are values which are emphasized and rewarded. One of the children in the room who is a leader and who has a great deal of responisbility is a little girl and she exhibited a great deal of tenacity in bringing the amount of discipline that the children had themselves decided that they could exhibit. There's very little talk of cheating or beating the game in this classroom; there is a very strong assumption in this classroom on the part of everyone that important things in the classroom involve cooperation helpfulness and togetherness. There's an emphasis on cleanliness, orderliness and not wasting materials. These moral rules as well as some others seem to be an expression of consensus between the pupils and the teacher. There's not a great deal of discussion about prettiness or beauty or love, but there's a great deal of human concern for other people expressed in this classroom. During the observation there was no particular emphasis on motherhood. There is a quality of happiness in this classroom and it also was seen throughout the school and on the playground. There is not a high degree of competitiveness in the classroom and this is not stressed by the teacher.

Summary Profile

The students are dealt with fairly and in an equal fashion. Equality is one of the very strongest values emphasized by the teacher and by the whole school. One of the markedly interestiig properties of this school is the way in which children of very different backgrounds and ethnic groups relate to each other and work together. There's a great deal of self pride and an extremely confident environment. By that I mean that the children receive a great deal of praise. This as a feature of the teaching in this particular classroom and also it's an expression of the administration's philosophy. There's not a great emphasis on novelty and excitement but both the teacher and the school provide an outstanding amount of enrichment. There are many field trips and the teacher also brings in examples from his own experienacs as a child and from the reading that he enjoys as an adult. By means of this, there's a strong undercurrent of interest in what the teacher offers. Knowledge as a value itself is not encouraged as much as knowledge is simlly presented as something that can be taken for granted as being valuable. The hip phrases such as "the beautiful person" were not used; however there's a great deal of respect for personhood in this classroom and it was something that was simply regarded by the way that people treated each other in this classroom. Private property is given respect, but there's not a strong emphasis on it. Democracy and the closeness of a family circle are being left out in this classroom. A value which is certainly very stongly supported is the value of responsibility. There were many instances of generosity or doing more that what's required in the classroom. Furthermore, many of the activities which exist in a very wide range of an unusual program for the children, are being carried because staff members are volunteering themselves. There are things like very large and very well trained chorus of young children and also a gymnastics for girls--these are both examples of ways that the teachers themselves are showing in their live at the school that they are doing more than is required. Reference of course that this school is in California, is given, but the observation did not show any instance of a great deal of discussion of the state as a political institution. Deference patterns are not strong in this school; however this is not to stay that the teacher is not highly respected. He is very much respected by other members of the staff and the children showed both respect and deep affection for him. There is some evidence that enlightened self-interest or independence are important concepts to the teacher; he discussed several times with the children the fact that they were still somewhat dependent on him, but that they were all learning together how they could be more autonomous. Physical intactness is again probably taken as a given--in a good thing. There were no injuries in the classroom

or even observed on the playground during the observation. The question of sense of emergency came in during the discussion of the safety factory in the home. The children were responsive to this. Otherwise however there's not a great deal of stress or strain in this classroom. There's a great deal of constancy and consistancy in this classroom. The observation shows that there was alot of continuity in this classroom and also alot in the policies and the life and the cohesion of this school as a larger unit. Kindness and solicitude for others is contiuually expressed by the teacher and to a marked degree by the whole teaching faculity toward all the students. This is modeled in turn by the students. Another example of it was the special luncheon and program in which the children entertained figures and the school staff. Making a special holiday like this for adults seemed to give the children a great deal of pleasure and it was interesting to see the extent to which they received all sorts of cooperation and encouragement and hblp from the staff. Composure under stress and courage were emphasized by the teacher especially when he was dealing with historical material, and in particular one of the reading lessons and his comments on one of the early figures in American History. Knowledge as a means to an end is rather taken for granted Another very important value which is exhibited in action and on which there is agreement, is compromise. The observation showed that the students are very familiar with compromise and are used to using it at least to the degree that they learn to develop mutually their own solutions to common problems. There is a strong air of friendship, of faithfulness and relaxation in this classroom. The work of the classroom seemed to be greatly facilitated by this air of trust. The teacher works very hard to be fair and he gives a great deal of warmth to this task and the children never seem to question his fairness. The research yielded not one instacce of any challenge. Honor and integrity are important to the teacher and he tried to be a dependable and honest person and also straightforward in his teaching and he seemed to be succeeding. Empty praise or flattery would be out of place in this classroom.The children did not go in for exaggerated expressions of appreciation and the teacher seemed to be very authentic in his continually warm responses. Self restraint and trying hard are simply expected and they appear to know this. There was no particular emphasis on fame, prestige, ambition; but quite a bit on likeableness and respect for authority. However, there is no claim on the part of the teacher for being respected simply on virtue of his role. He approaches his students and his teaching function and respect that is given to him as being earned The children seem to be convinced of this furthermore. and they showed him a great deal of respect. The week under observation, dealt with some material on

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Martin Luther King and the teacher was very quick to explain what non-violence was to the children and he used the phrase " Non-violent change is change without hurting anyone." It seemed that there was considerable measure of gentleness and considerateness in this classroom and there was never a hint of violence and at no time was force ever used against anyone. Speed and alertness are regarded as desireable, but there isn't a tremendous amount of pressure to "hurry up." The children seem to take being prompt and completing their work on time fairly much for granted. There were not areas of life or people like parents that were regarded as sacred; however it appeared during the research that the students, the teacher, the parents and the people in the community feel that the school and the work at the school is all very special. There was an enormous amount of respectfulness although there's nothing reserved or exhalted about the school. It's a very down to earth existance. The teacher is very flexible and tolerant as well as modest which probably accounts for a great deal of the lack of tension and a very high degree of cooperation in the room. I think the teacher's flexibility and tolerance and modesty also lead to the air of emotional security that was exhibited by most of the children most of the time. It furthermore is probably important and in line with the value that he places on the harmonious interaction of these children from such different backgrounds. Furthermore, it would seem that since the children are very much interested in the people self-government, that they all have had to learn to be flexible modest and tolerent. The team spirit and team work goals predominate in this classroom. There are no stars and no one is encouraged to take himself or herself too seriously. The children talk at one time about not being gullible although they did not use those words. There's quite a straightforward and direct quality to the interaction in this room. There did not happen to be a discussion of freedom equality and peace as such but there was material during the observation which related to this country's efforts to be successful during the American Revolution. Progress as a value in itself seems to be an unstated assumption, in that there's a great emphasis on Reading and special programs such as ESL and a great deal of care and attention to academic progress in the classroom, however progress as a natural goal or the wealth of this country was not emphasized. There was not a discussion about money and greed being corrupted but rather that one should be sensible with one's money and practical with dealing with the resources that are going to have to be acquired to supporting a family. There was not any emphasis on profit and size as much as there was on thrift and good management. As for value conflict. What was very noticeable in this classroom was consensus. There were not conflicts

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surfacing generally speaking. There were not conflicts about the social or religious or economic systems and there was a very good foundation of agreement underlying the life of the classroom. Recognition seeking behavior didn't have to be a topic introduced by the children themselves and the teacher himself seemed not to feel that he had to hunt for recognition. because the situation in this school is that there are endless occasions for mutual recognition. The school is outstanding for the various schemes that they have developed for rewarding diligent and cooperative students. There are citizen's assistance of the week award for each of the many classrooms-- this is an extremely large school with a population of over thirteen hundred and there are many other ways that a child can get a great deal of recognition. Furthermore, the school is truly a pupil oriented place. The observation showed no particular effort on the part of the teacher to seek recognition; he received a great deal of it however from his peers and from his students. He seems to be a person who is trusted and admired and knows this . There was not a great deal of manipulation of others in the classroom, but there was a struggle on the part of children to manipulate themselves so that the structure they had set up would indeed work. Both the children and the teacher were willing to be quite persistant about this and to do alot of experimentation and compromise if necessary. The children are probably being taught how to be responsible for themselves first off and after that, how to be responisble for others and last off, how to compete. They're being taught how to think logically and how to concentrate. The room does not seem to have a lot of external stimuli that have to be shut out and while there isn't a great deal of extremely fance technology, there are many provisions for the children's needs. The teacher did mention that the district had to be careful with its budget and that they didn't have unlimited money to work with . The children had pieces of equipment which they used themselves for their reading and which they used mostly in small groups they seemed to have a fairly high level of concentration too. As stated before, there was really no example of forced concentration but there were examples of focused concentration such as seen in the reading lab and the activity center. The care of the body, such as getting enough rest, being sufficiently relaxed so that one was not too tense to participate easily were all obvious aims of the school. There was quite a bit of attention given to physical fitness and a working toward earning presidential physical fitness citations. The question of relaxation was handled in a natural way because the students had a teacher who was himself relaxed and a physically fit person. He set an example in this way for them. The teacher is probably more interested in history than in art.

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Facts about how information is communicated-- the primary system in this room is one of rewards. The children have hammered out the details of the rules themselves and they understand what forbidden activities are, like several children in the restrooms at once and they know what is permitted. There's not a lot of open discussion about getting pleasure and avoiding pain, but this is not a place of a great many negatives and prohibitions. The children are learning how to handle frustration and are just in the process of trying to set up and maintain pupil self-government, a system which seems to be working fairly effectively. The children are learning a great deal about leadership and cooperation because of the capacity of the teacher to design and assist the children in this program of self-government. The teacher is fairly straightforward and there's not a great deal of fantasy in this classroom. There is an imaginative world which is rewarding to the students particularly because of the teacher's interest in history. There were no instances observed where the teacher explained to the children the difference between real and manifest, except that there was a discussion of whether or not one of the pupils who was in a leadership position had correctly assessed a request that one of the other students had made of her. and whether or not he was justified. There was no discussion of death or sexuality or no discussion of sex relations as such. There was quite a bit of acknowledgement of racial and ethnic differences. A number of the children in the class are working on English as a second language. There was also a very high percentage of children from the Pacific basin and also children from Mexico. The question of identifiable adult tasks was well handled by the teacher particularly in his model as an adult male and especially during the amount of time that was devoted to home safety. The material had a great deal of implicit information about adult tasks. Furthermore the children rehearsed for adult tasks in their special program that they were presenting for the adult community. Scientific abstractions as such were not referred to as such in those direct words, however the teacher seemed to have a very skillful way of discussing scientific abstractions in just the course of the ongoing life of the class. Science in general is of interest to him and he taught a special enrichment in animal biology. Routine procedures are well understood and they are expected of the children. Cultural stereotypes did not seem to be present. There was little discussion of warfare and associated activities. As described, there was a strong emphasis on safety. Games did not seem to be as prominant characteristic or teaching tool in this classroom as in some observed. Nor was there as much emphasis on songs, music and mythology as is sometimes seen. This week under observation however,

was not a typical classroom week, there were a number of special events which required rescheduling. Apparently there was adequate attention to music in general, and certainly were special programs, such as two choral groups.

II. Teaching Methods

One of the strongest teaching methods was the teacher's conscious use of himself as an example. There also was the previously mentioned and very crucial reward system. Problem-solving and guided recall was present and the teacher did math problems sometimes with a large felt-tip pen, holding out the paper that he was working on so that children could follow him, but did not seem to be examples being given tasks to perform which were well beyond their capacity. The mechanical devices in the classroom appeared to be adequate. The teacher did not make a heavy use of dramatization of symbolic association, he was more direct in his teaching. There was practically no use of punishment or threats. Relevant association was used and stories, particularly stories related to American history. There was not incidence of teaching by stating the opposite of the truth, such as "water is a solid". There were positive assertions and occasionally negative exclamations, such as the assertion "pouring water on gasoline isn't any help". There is some repetition, and certainly a great deal of ego building and attention to the whole crucial matter of a child having a strong self-image. There was humor, caring, watching, and listening and many examples of question-and-answer situations and it was interesting because the questions seemed to be as often initiated by pupils as they were by the teacher. In this classroom, no child seems to be afraid to speak out or to ask a question; children were very spontaneous and comfortable during this. Various ethnic ideals received respectful attention in this classroom. The importance of doing something on one's own is stressed. The child's correct answers are emphasized very, very much more than the child's errors. There's no example of accusing. There's a very strong case of following them out of here because the teacher is very important to these pupils. There is quite a bit of class discussion as well as group discussion. Sometimes the teacher and the student work together, and there is quite a bit of individualized instruction. The children read primarily to themselves at their desks, and their various materials for checking on comprehension. There are quite a few group projects and procedural instructions are given very clearly, but the teacher always uses a very friendly manner. There were no instances at all of demanding proof. The teacher and the students seem to agree on what is work and what is play and it is interesting that frequently they ran the whole job of

the school work as if it were pleasant enough to be play. However, it is seen as a serious business by the teacher and the students. There's not a great emphasis on success and failure and there are not a group of students who are excluded or who are held up as sorry examples of what one shouldn't do or end up being that. The teacher has had a lot of experience in teaching as has been mentioned, and there were certain games in the room, unquestionably, because of the fact that he was so competent, and a competent middle aged teacher who was very enthusisastic about this particular school and these particular children. It would seem in a number of cases he was a very strong and was perceived by the children as a very strong and warm parental figure. For the wards that acrued to this educator certainly seemed to be emotional satisfaction and very friendly grounded and strong high status. There were a number of educational specialists in the school and most of the men on the staff dressed very carefully in business suits or coat sweaters and shirts and ties. The faculty is probably is not so highly minority background as the students, but I think, it appeared that there was uniminity between the teachers and the families from which the pupils came about middle class values.

IV. How does the Person Being Educated Participate and What is the Attitude of the Children?

The pupils are very accepting of the teacher and the daily routine. They seem to feel very happy and comfortable in this room, and they seem to feel very fortunate to be studying with this particular teacher. There's a great deal of cohesion in this school, and also in this classroom. They did not resist the teacher and they were not bored, indifferent or defiant, or inattentive to him. There was a great deal of social closeness between teacher and children and one had the feeling that the people in this classroon, both pupil and teacher were very highly integrated into the life of the school. To a marked degree, the pupils find the processes, the process of being educated quite gratifying. There is an air of kind of cheerful, business-like approach to school going on in this classroom. The students learn very cooperatively and quite eagerly, and there just wasn't innapropriate laughter or riduculing of peers, but oftentimes, people appreciated each other's humor. The students were remarkably alive, there is lots of hand raising, lots of talking out, lots of heightened bodily toneness, and many independent decisions and suggestions. There were almost no examples of over-docility in this class. There was one Asian pupil who seemed to be an almost "super scholar" and who worried like a mother hen about the class all day long. But one got the impression that

she probably came to school that way. She seemed very happy and she seemed appreciated. She was never ridiculed for her concern. Children feel very free to ask for qualification or for directions, and they make many spontaneous contributions or demonstrations which are not precisely within the context of the lessons. There is a lot of humorour and expressive spontaneity and a great deal of attentiveness. They approach the teacher physically very freely and there is a lot of mobility. Some children have special tasks which they are assigned to perform, such as feeding the fish, and they seem to enjoy doing this. There is not over-protection by the teacher, although he had great concern for students. The children were not overly protective or hostile to each other or to him. There was not anxiety in this classroom or disjoined hand-raising. The students were allowed to whisper and there was that pleasant buzz in the room a good bit of the time. The students felt free to correct the teacher mildly or he certainly felt free to correct them or even to speak extremely firmly to them. Although this was never done critically or disruptively. There seemed to be very minimun of examples or any wish even to be dishonest. The children struggled among themselves to maintain the order that they themselves had wanted to set up and they certainly endorsement of the teacher and he was unusual to the extent to which he gave them a free hand to work out their own problems, although he was always there as a resource person. He was very attentive to the whole question of students feeling adequate about their ability to cope with their environment. The teacher conducted himself with dignity and good humor and things in the room were arranged so that the children certainly had the opportunity to do so, also. This was an extraordinarily successfull attempt at student government. And a very cohesive and attentive and alive classroom with a great deal of vitality and authenticity.

V. How does the Educator Participate and What is the Teacher's Attitude?

The teacher had a quality of alertness and while he didn't hover over his students, he was business-like, warm and direct. He had a lot of expression in his face and very energetic bodily movements. He had a pleasant voice and heightened body toneness and he seemed to be truly engaged and with his class all the time. He was not bored, dominating, or insecure in any way. He was not usually embarassed and had a great deal of composure. He was polite and he enjoyed correct responses, but he was rather common matter-of-fact as he went about his day. He seemed to have no resentment at any point during the observation. He was

not vague and he was not discouraging. At no point was he hostile with the children or in any way sarcastic or belittling. He was relatively mobile and he personalized the life of the class, using names and being willing to accept some physical contact with the students. There was sort of a general acceptance of blame in this classroom, however, there was not really focus on a blame setting. The whole environment was on encouraging and accepting them. The teacher was very accepting and comfortable in spontaneous expression and questions from the children, he was humorous and he handled himself very comfortably. There was some anxiety in the classroom on the day that parents were suppose to visit, and some of the students waited to see if some of parents would get there. And none of the parents did visit the classroom, and both the teacher and the students seemed to be somewhat upset, but they accepted this disappointment rather calmly. In the life of this classroom, one had a feeling that everybody there was able to accept whatever happened next. There were no instances of the teacher having to defend a child against peers. The teacher is alert and picked up quickly on non-verbal cues. His politeness was real tact in caring, that is to say that he was not excessively polite, he kept his word, and he praised and rewarded realistically. He acknowledged his errors on the infrequent occasions that they occurred and he seemed to be able to awake a great deal of anticipation in the students, and he spoke a number of times of what would be going on next week. There was some use of the incisive plural "we", but most of all there was a very strong feeling of togetherness and mutual trust in this classroom.

VI. Are Somethings Taught to Some and not to Others?

Yes, there is some differential teaching in this room based on the ability groupings and in particular a use of the reading lab. In general there is quite a bit of equality and uniformity in the way the teaching proceded. The teacher spends spends quite a bit of time with any student who wants it, that is to say, that he is very "available", and he's very approachable and accessible. He seemed comfortable with correcting pupil's mistakes and I didn't, the observation didn't show examples of students going uncorrected, but he did this in a very mild and tactful manner. There did not seem to be any problem of the student finding out whether or not the answer was correct and there was not a great deal of difference in behavior among the students. The teacher very rarely failed to respond to a question, in fact he often said, "hold it a minute", or "I'll be there shortly", and the students seemed to have a lot of confidence in this. He did

always seem to be able to meet the needs of each of the students without even looking harried. The observation of this class did not seem to reveal a lot of dicontinuity in this classroom, or a great deal of differences between the classes. Although, I think, traditional roles would be important in the families from which most of these children come, there is not particular fuss made about that and there's not any sexism whatsoever in this class, the two elected leaders at the moment are both girls. There are not strong limitations on the quantity or quality of infomation that the children were receiving, in fact, there was a very high level of teacher effectiveness. The methods of teaching, the available time, the quality of equipment, all seemed adequate. The room appeared to be an excellent place inwhich to learn. The pupils were highly motivated.

Time as a Variable

The teacher keeps a relaxed but quite regular pace but is doing as much socializing as helping the students acquire skill. Furthermore, the teacher's attention is divided about equally between socializing as instructing, but is also fairly equally distributed among students. There were no particular strong distinctions between rewarding behavior and controlling behavior, for one thing, the students were pretty much in charge of themselves, as far as behavior went, and it is a very cooperative venture as far as learning. The proxemics of the class showed that the teacher had organized the room so that the students could be in a sort of natural learning and social groups. He had a certain degree of formality. He didn't get down on the floor, for instance, and play with the children, although there is a tremendous amount of warmth. There seemed to be not the usual amount of cliques, although there was a lot of friendship expressed among these children.

IX. Forms of Conduct control

Although there is a relaxed air, the social organization is very tight and there is a very strong sense of propriety which people are in agreement about. The reprimands are direct and gentle and quite warm, but they can also be firm and very business-like. There's just no use of ridicule and really not a great deal of exhaltation. Command is not used by the teacher, but it is used some by the pupil leaders. "We" techniques, and rewards and putting the children on their mettle, and there certainly are strong group sanctions, which the children put on themselves. There were no examples of instilling guilt, of threatening, and certainly none of trying to awaken fear in child-

ren. There were no instances of excluding people. This is not a school where half of the kids are out in the hall all of the time. Probably the strongest value of all, of course, is encouraging peer group control.

X. The Relationship Between the Intent and Results of Education

There seems to be an extremely high correlation between intentions and results.

XI. What Self-Conception Seem Reenforced?

The ego forming behaviors of praise support development of strong self-concept, there is no scarcity paradigm in this classroom. There is a feeling that there is enough time, attention, caring, for everybody.

Teaching Methods

The strongest emphasis in the school is on reading, although the teacher seemed to be dividing his time and attention equally between the two. He begins the morning with reading. This is a very business-like and carefully organized school inwhich there seems to be time even for many carefully run extra-curricular activities. The classroom seemed in short to be a very harmonious and safe and task-directed world inwhich the person is very much respected. This is a strong objective in the philosophy of the administration, and the teacher felt very fortunate to be teaching in such a setting, and was clearly very strongly enforced. The administrator is a person who demonstrates these values in the way he goes about life in the school. This was an exceptionally large school and an exceptionally impressive one.

APPENDIX A: A Cross-Cultural Outline of Education
from Jules Henry, Current Anthropology, 4, July, 1960.

I. On what does the educational process focus?

1. Environment (other than human)
   1. Flora
   2. Fauna
   3. Climate
   4. Geographical features
   5. Anthropomorphized flora
   6. Anthropomorphized fauna
   7. Anthropomorphized or zoomorphized machines
   8. Anthropomorphized or zoomorphized natural pehnomena other than flora or fauna (winds, rivers, mountains, etc.)
   9. Space
   10. Time
   11. Motion
   12. Space-time-motion
   13. The world view of the culture
      1. Isolate-static
      2. Communicate-changing
         1. Engulfing
      3. Hostile or pacific
         1. Hostile
         2. Pacific
         3. Selectively hostile or pacific
      4. Geographical position of places studied
         1. Near: own town, state or province, village, tribe
         2. Near-distant: other states or provinces, nation in general; other villages or tribes
         3. Distant: other lands
      5. Temporal position
         1. Immediate
         2. Contemporary
         3. Near past
         4. Distant past
         5. Mythological past
   14. Clothing
   15. Food
   16. Transportation and communication

2a. Values
   1. Good and bad: moral rules
   2. Work, success, failure
   3. Being on time
   4. Culture
   5. Proper dress
   6. Strength, activity, power
   7. Beating the game
   8. Politeness, tact

Appendix A (continued)

9. Cooperation, helpfulness, togetherness
10. Patriotism
11. Cleanliness, orderliness
12. Thrift, saving, don't wast
13. Parents are good
14. Prettiness, beauty
15. Love
16. Mother, motherhood
17. Happiness
18. Conpetitiveness
19. Equality
20. Novelty, excitement
21. Pride
22. Knowledge as value
23. The "beautiful person"
24. Private property
25. Democracy
26. Family
27. Responsibility
28. Generosity, doing more than required, non-commercialism
29. The state
30. Deference
31. Enlightened self-interest
32. Independence, toughness
33. Physical intactness
34. Sense of emergency
35. Constancy
36. Solicitude for others, kindness
37. Composure under stress
38. Courage
39. Knowledge as means to an end
40. Compromise
41. Fun, relaxation
42. Friends, friendship, faithfulness
43. Fairness
44. Flattery, empty praise
45. Honor (integrity), personal autonomy
46. Self-restraint
47. Trying hard, don't give up
48. Fame, ambition
49. Honesty
50. Prestige
51. Niceness, likeableness
52. Respect for authority
53. Excitement
54. Gentleness, non-violence
55. Speed, alertness
56. Sacredness, etc., of parents
57. Flexibility
58. Modesty
59. Tolerance
60. Freedom
61. Peace

Appendix A (continued)

62. Progress
63. Wealth
64. U.S.A.
65. Loyalty
66. Money, greed, etc., are corrupting
67. Smartness, cleverness, thinking
68. Profit
69. Size

2b. Value conflict
3. Institutions
    1. Social
    2. Religion
    3. Economic system
4. Technology, machines
5. Reading, writing, and arithmetic
6. Social manipulation
    1. Recognition-seeking behavior
    2. Manipulation of others
    3. Manipulation of self
7. Responsibility
8. How to compete
9. How to take care of others
10. Use of the mind
    1. How to think
    2. Disjunction
        1. When to disjoin
        2. How to disjoin
        3. From what to disjoin
    3. Concentration
        1. Interest stimulation defining purpose; motivation
        2. Force
        3. Shutting out external stimuli
        4. Visualization
        5. Focused retention
    4. Preparation of the mind
    5. "Mental discipline"
11. Body parts or functions
    1. The voice
    2. The sphincters
    3. Care of the body (like getting enough rest)
    4. Posture
    5. How to relax
    6. The mouth
12. Art
13. History
14. Some other facts about which information is communicated
    1. About systems of rewards and punishments
    2. About what the culture promises its members
    3. About permitted and forbidden activities
    4. About how to get pleasure and avoid pain
    5. About whom to love and whom to hate
    6. How to handle frustration

Appendix A (continued)

7. The difference between the real and the manifest (this refers to situations in which an effort is deliberately made to enable the child to see "behind" the obvious)
8. About death
9. About sex relations
10. About race, class, or ethnic differences

15a. Instruction in identifiable adult tasks
15b. Teaching about adult tasks
16. Scientific abstractions
17. Science (general)
18. Routine procedures
19. Childish handiwork
20. Cultural stereotypes
21. Warfare and associated activities
22. Safety
23. Songs, music
24. Mythology
25. The object system
26. Games
27. Cultural fictions

II. How is the information communicated (teaching methods)?

1. By imitation
2. By setting an example
3. By instruction in schools, ceremonials, or other formal institutions.
4. By use of punishments
5. By use of rewards
6. Problem-solving
7. Guided recall
8. Giving the child rasks to perform beyond his immediate capacity
   1. Jamming the machine
9. Mechanical devices
10. By kinesthetic association
11. By experiment
    1. By teacher
    2. By pupil
12. By doing
13. By symbolic association
14. By dramatization
15. By games or other play

16a. By threats
16b. By trials

17. By irrelevant association
18. By relevant association
19. Through art
    1. Graphic
    2. Music, general
    3. Songs
    4. Literature (stories, myths, tales, etc)
20. By stating the opposite of the truth ("Water's a a solid, isn't it?"); writing antonyms

Appendix A (continued)

21. By holding up adult ideals
22. Acting in undifferentiated unison
23. Physical force
24. By positive or negative assertion
25. Repetition
26. By specifically relating information to the child's own body., bodily function, or experience
27a. Through ego-inflation
27b. Through ego-deflation
28. Through use of humor
29. By telling
30. By watching
31. By listening
32. Question and answer
    1. Teacher question, pupil answer
    2. Pupil questions, teacher answer
33. Holding up class, ethnic, national or religious ideals
34. By doing something on his own
35a. By repeating the child's error to him
35b. By repeating the child's correct answer
36. By accusing
37. By following a model
    1. Human
    2. Non-human
38. By comparison
39. By filling in a missing part
40. By associative naming (e.g., a book mentions gingham as a material, and teacher asks students if they can name other materials.)
41. By identifying an object (like going to the board and underlining "a noun" in a sentence)
42a. By group discussion
42b. By class discussion
43. Physical manipulation
    1. Bodily manipulation
    2. Bodily mutilation and other physical stresses
44. Rote memory
45. By working together with a student (as when teacher and student work together to make a battery, or as when teacher and student go over reference books together)
46. Through special exhibits
47. By having children read substantive materials (e.g., reading the chemistry lesson in the reader)
48. By putting the child on his mettle ("Now let's see how well you can read.")
49. Through group projects
50. By giving procedural instructions
51. By demanding proof
52. Through reports by students
53. By pairing (e.g., one child gives a word and calls on another child to give a sentence with the word; one child gives the state and another gives the capital)
54. By asking for volunteers
55. Through isolating the subject

Appendix A (continued)

III. Who educates?
1. Males or females?
2. Relatives or others?
3. On which age group does the burden of education fall?
    1. Peers
        1. Boys
        2. Girls
    2. Older children
        1. Male
        2. Female
    3. Adolescents
        1. Male
        2. Female
    4. Adults
        1. Male or female
        2. Younger or older
        3. Married or unmarried
    5. Others
4. Is education by "successful" people?
5. What rewards accrue to the educator?
    1. Enhanced status
    2. Material rewards
    3. Emotional satisfactions
6. Are there education specialists?
7. Does the educator wear distinctive dress or other insignia?
8. Is the educator of the same or of a different social group from that of the person being educated? (national, racial, class, etc.)

IV. How does the person being educated participate? (What is his attitude?)
1. Accepting
2. Rejecting, resistive
3. Bored, indifferent
4. Defiant
5. Inattentive
6. Social closeness of teacher and child
7. Social distance of teacher and child
8. Finds the process painful?
9. Finds the process gratifying?
10a. Competitively
10b. Cooperatively
11a. With inappropriate laughter
11b. Ridiculing peers
12. Laughter at humor of peers or teacher
13. Over docility
14. Eagerly
    1. Facial expression
    2. Hand-raising
    3. Talking out
    4. Heightened bodily tonus
15. Through making independent decisions and suggestions
16. Asks for clarification, direction, etc.

Appendix A (continued)

17. Through spontaneous contributions or other demonstrations not precisely within the context of the lesson
18. Through spontaneous contributions within the context of the lesson
19. Attentively
20. Spontaneously humorous
21. Spontaneously expressive
22. Approaches teacher physically
23. Mobile-free
24. Immobile-constricted
25. Through performing special assigned tasks
26a. Hostile to peers
26b. Protective of peers
27. Diversion to peers
28. Anxiously
29. Disjoined hand-raising
30. By whispering to teacher
31. Laughs at peers
32. Corrects teacher
33a. Disruptively
33b. Critically
34. By carping criticism
35. By praising work of peers
36. Dishonesty, cheating, lying, etc.
37. Attempts to maintain order
38. Guiltily
39. With sense of inadequacy
40. With sense of adequacy
41. By copying from peers
42. Attempts to control the class
43. No response
44. Uses teacher's last name
45. Uses teacher's first name
46. Calls out to teacher
47. Uses kinship term
48. By public performance

V. How does the educator participate? (What is his attitude?)

1. Eagerly
   1. Facial expression
   2. Bodily movement
   3. Tone of voice
   4. Heightened bodily tonus
2. Bored
3. Embarrassed
4a. Dominative
4b. Integrative
5. Insecure
6. Politely
7. Enjoys correct response
8. Resents incorrect response
9. Can't tell

Appendix A (continued)

10. Seeks physical contact with person being educated
11. Acceptance of blame
12. Putting decisions up to the children
13. Discouraging
14. Encouraging
15. Hostile, ridiculing, sarcastic, belittling
16. Relatively mobile
17. Relatively immobile
18. Personalizing
    1. Use of request sentence with name
    2. Use of name only
    3. Use of hand-name technique
    4. Use of equalizing, leveling term like "comrade"
19. Depersonalizing
    1. Use of class seating plan for recitation in succession
    2. Use of "next" or some such impersonal device
    3. Use of "you" instead of name
    4. Pointing, nodding, looking
20. Irritable
21. Accepts approach
22. Repels approach
23. Accepting of child's spontaneous expressions
24. Rejecting of child's spontaneous expressions
25. Humorous
26. Handles anxiety, hostility, discomfort, etc.
27. Acts and/or talks as if child's self-image is fragile
28. Acts and/or talks as if child's self-image is irrelevant
29. Defends child against peers
30. Responds to non-verbal cue other than hand-raising
31. Excessively polite
32. Keeps word
33. Fails to keep word
34. Praises and rewards realistically
35. Praises and rewards indiscriminately
36. Critical (does not point out good things in student's work)
37. Does not reward correct answer or good performance
38. Does not punish incorrect answer or poor performance
39. Acknowledges own error
40. Uses affectional terms like "honey" or "dear"
41. Awakes anticipation ("Now we are going to get some nice new books.")
42. The inclusive plural

VI. Are some things taught to some and not to others?

1. Do different age groups learn different things?
2. Do the sexes learn different things?
3. Are different groups taught different things?

VII. Discontinuities in the educational process.

1. Discontinuities between age periods
    1. In regard to techniques

Appendix A (continued)

2. In regard to values
2. How do all of these apply between the sexes?
1. Are discontinuities different for boys and girls?
2. The secrecy of initiation rites.

VIII. What limits the quantity and quality of information a child receives from a teacher?

1. Methods of teaching
2. Available time
3. Quality of equipment
4. Distance from the object
5. Ignorance or error of teacher
6. Stereotyping of the object
7. Failure of teacher to correct pupil's mistakes
8. Failure of teacher to indicate whether the pupil's answers are right or wrong.
9. Failure of teacher to respond to a question
10. General vagueness or fumbling of the teacher

IX. What forms of conduct control (discipline) are used?

1. Relaxed
2. Tight
3. Sense of propriety
4. Affectivity
5. Reprimand
   1. Direct
   2. Gentle
   3. Mixed ("We like for you to have an opinion but it is childish for you to shout out your numbers like that.")
   4. Impersonal ("Some of you are holding us up.")
6. Ridicule
7. Exhortation ("How can I teach you if you keep making so much noise?")
8. Command
9. Command question or request
10. "We" technique
11. Instilling guilt
12. Cessation of activity
13. Group sanction
14. Threat
15. Putting the child on his mettle
16. Non-verbal signal
17. Reward
18. Promise of reward
19. Special strategems
20. Awakening fear
21. Using a higher power
    1. Human
    2. Non-human
22. Exclusion

Appendix A (continued)

23. Punishment
24. Encourages peer-group control

X. What is the relation between the intent and the results of education?

1. Relatively high correlation between intention and results
2. Relatively low correlation between intention and results

XI. What self-conceptions seem reinforced?

1. Ego-forming factors
   1. Syntonic: praise, support, status inflation
      1. Grandiose self-conception
   2. Dystonic: blame, shame, guilt, fright, exclusion, depersonalization

XII. How long does the process of formal education last?